DOCUMENT RESUME

ED 279 413 PS 016 361

TITLE Kentucky Kindergartens: Guidelines, Recommendations, and Regulations.
INSTITUTION Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
PUB DATE 5 Mar 85
NOTE 60p.; Some figures contain small print.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classroom Design; *Classroom Environment; *Classroom Techniques; Curriculum Design; Disabilities; *Elementary School Curriculum; Gifted; Guidelines; *Kindergarten; Kindergarten Children; Multicultural Education; Parent Participation; Preschool Teachers; Primary Education; Recordkeeping; State Programs; Student Characteristics; Student Evaluation
IDENTIFIERS *Kentucky

ABSTRACT

This publication presents the principles and recommendations underlying the design of curricula for Kentucky's kindergarten children. Contents focus on (1) characteristics of the kindergarten child; (2) assessment of the kindergarten child; (3) recording, reporting, and evaluating; (4) the exceptional kindergarten child, with particular attention given to Kentucky's individualized kindergartens, Project KIK; (5) the gifted/talented kindergarten child; (6) competencies the child may have achieved by the end of kindergarten; (7) the learning environment and related concerns, including the classroom, classroom management, and daily schedules; (8) suggested kindergarten curriculum units; (9) suggested floor plans; (10) the kindergarten teacher; (11) the kindergarten assistant; (12) parent involvement; (13) multicultural education; (14) community resources; and (15) retention in grade. Appendices provide lists of Kentucky's kindergarten regulations, professional organizations concerned with kindergarten education, and health requirements, as well as a sample report card. (RH)

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Kentucky Kindergartens:

Guidelines, Recommendations, and Regulations

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Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction
1985

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Kentucky Kindergartens:

Guidelines, Recommendations, and Regulations

Division of Program Development
Office of Instruction
Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

Adopted by the State Board of Education on March 5, 1985

The Kentucky Department of Education provides equal
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Foreword

In 1984, a progressive Kentucky General Assembly recognized the educational importance and the cost-effectiveness of early childhood education and mandated that all Kentucky children attend kindergarten prior to entering a public school first grade. The development of **Kentucky Kindergartens: Guidelines, Recommendations, and Regulations** results from that significant step toward improving Kentucky's public school system.

This document represents the dedication and cooperative work of the Department of Education and the Kindergarten Advisory Committee who were appointed to develop regulations, guidelines, and recommendations. This publication will assist teachers and administrators in public and nonpublic schools, to comply with standards and to plan programs which will meet the needs of Kentucky's young children.

The task force sought to serve not only the interests of the public kindergarten program but also to provide guidance to all those involved in the education of young children throughout the state. Through such coordination, communication, and joint planning, all children can benefit from the total educational system.

Alice McDonald
Superintendent of Public Instruction

Acknowledgements

The talents and dedicated efforts of some of Kentucky's educators have contributed to the development of this document. Appreciation is expressed to the following individuals:

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Appreciation is expressed to Gary Adams, Caroline Harralson and Noelle Whitaker for their graphic contributions. It is also important to recognize the original Kindergarten Advisory Council who developed the **"Guidelines for Kentucky Kindergartens"** in 1978.

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Statement of Beliefs

Kentucky Kindergartens Should . . .

. . . foster an enjoyment of and desire for learning in each child.

. . . provide for each child's present needs while building on earlier experiences and laying the foundation for future learning.

. . . help each child develop a strong self-concept and positive attitude toward school.

. . . help each child grow socially, emotionally, cognitively and physically.

. . . help each child become responsible, self-directed and self-disciplined.

. . . provide opportunities for each child's individual success.

. . . encourage creativity, exploration, questioning and independent discovery.

. . . provide a variety of active, concrete, "hands on" learning opportunities matched to individual abilities and learning styles.

. . . facilitate every child's natural curiosity and eagerness to learn.

. . . encourage cooperation between parents, community members and school personnel as an integral part of an effective kindergarten program.

Principles of Kindergarten Curriculum Design

This publication presents the principles and recommendations underlying the design of curriculum for kindergarten children.

Kindergarten children are *always* learning. They learn *something* from everything that is going on around them. Therefore, the kindergarten curriculum encompasses everything that happens in the school, the planned as well as the unplanned. The challenge for the kindergarten teacher is to be sure that this total curriculum provides appropriate experiences to foster an enjoyment of school and a desire for learning.

Kindergarten children share common characteristics and have unique, individual characteristics that determine what each child is able to learn at any given time. A good curriculum will provide for the common characteristics as well as the individual stages of development of each child.

Kindergarten children's self-concepts, learning styles, vocabulary, and physical skills have begun to form, but must be strengthened in order to grow. The kindergarten experience should be a pleasant one in which each child experiences success, feels accepted, and learns to accept others. This significant year in a child's life should allow for learning without pressure. Providing challenging and purposeful growth opportunities for the group and for each child requires understanding of children in general and each child in particular. A sound program provides for individualized teaching that strengthens existing skills and challenges the children to go forward. Such a curriculum is determined by the children, the skills to be developed, the class time, the space and the available materials.

The children and the teacher's understanding of them are the major sources of the curriculum. It is necessary to determine what and how the children are able to learn. Identification of the child's strengths and weaknesses offers direction. The teacher obtains this information from continual observation and assessment of the classroom and the children.

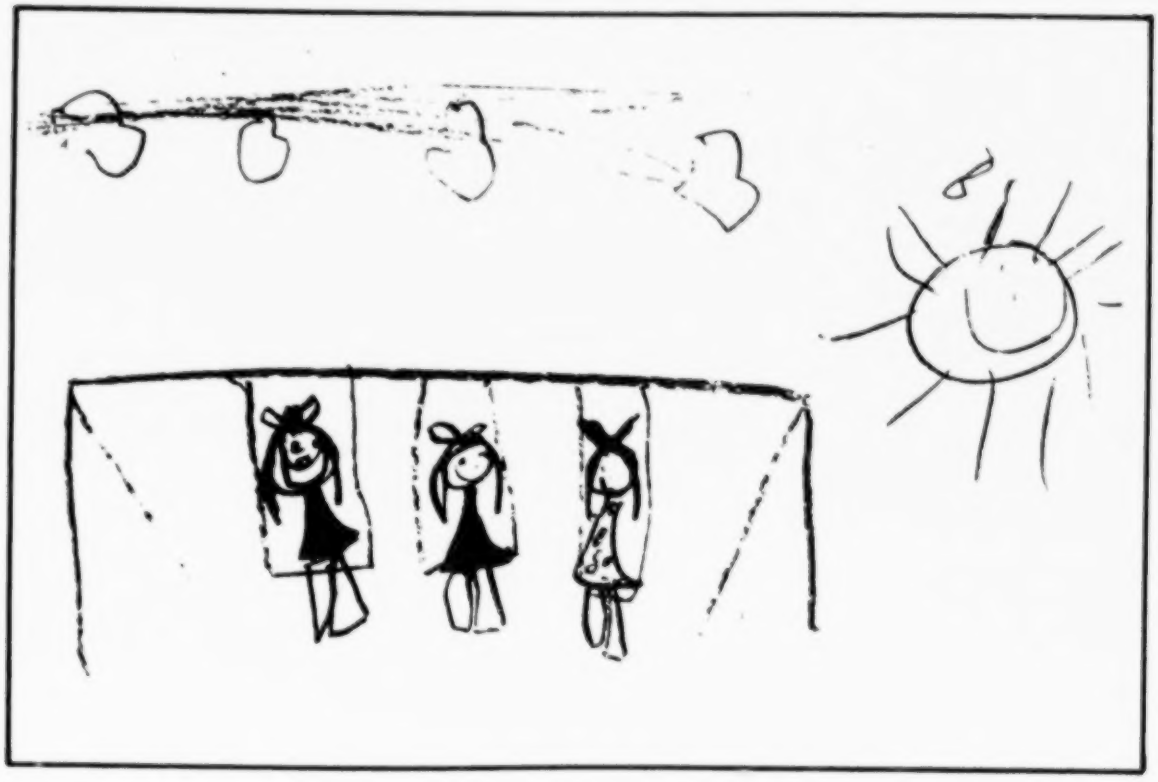
An arrangement of time that has proven effective in kindergarten is the unit approach. By choosing units that are timely and of special interest to most children of this age, the teacher is provided with built-in motivation and stimulation. Units can revolve around such themes as seasons, nationally recognized holidays, self, family, and community awareness. (See page 35 for a complete list of suggested units.) Within these units, such skills as language, math, spelling, writing, library, science, social studies, art, music, drama, physical education and health can be developed in the kindergarten child in appropriate ways.

Organizing space and materials into learning centers is recommended because this allows for the children to learn at their own pace and in their own style. This also allows for the constructive involvement of all the children while the teacher is working on a specific learning task with individuals or a small group. Most importantly, this arrangement allows for PLAY which is the activity through which kindergarten children learn most successfully.

Play is the Work of Children. A child's natural desire to play can and should be incorporated into the curriculum. The functions of play are important to understand because:

Play leads to discovery, reasoning, and thought;
Play is a bridge to social relations; and
Play leads to emotional equilibrium.

All of these principles related to the development of the kindergarten curriculum are more fully explained in the sections of this publication which follow.



The Kindergarten Child

It is important to realize that each child is an individual who develops at his/her own rate; however, there are recognized general characteristics of the five to six year old kindergarten child. Understanding these characteristics is essential for planning learning activities, developing schedules and selecting materials.

I. Developmental Characteristics of the Kindergarten Child

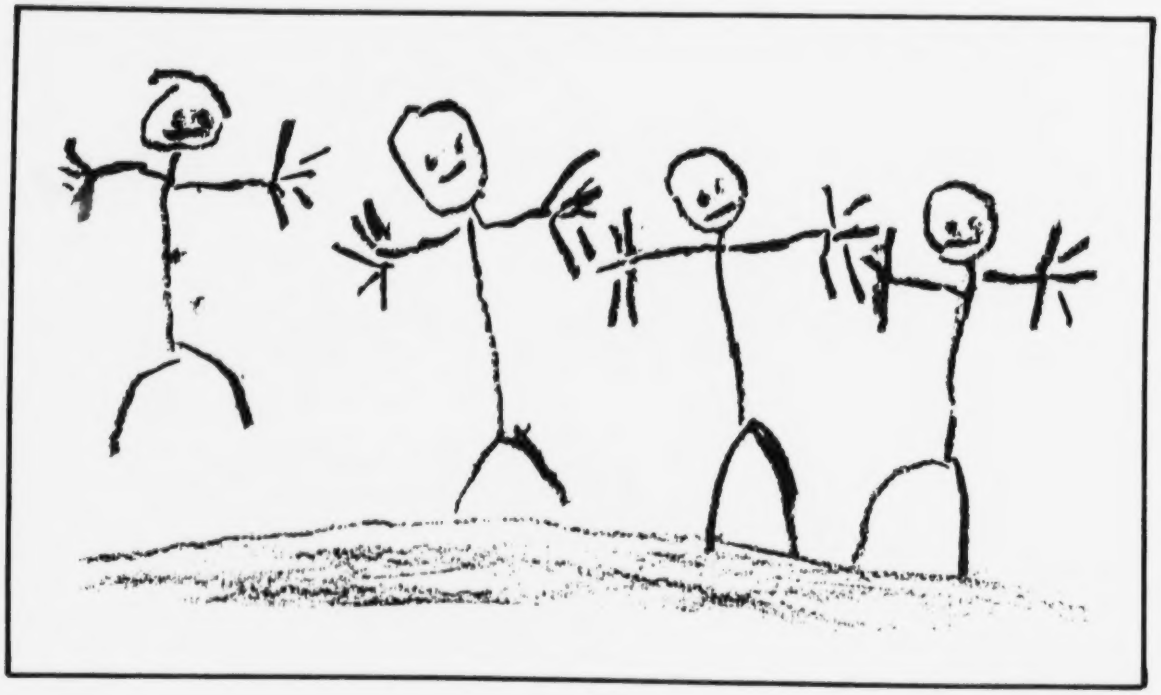
A. Social Characteristics
1. Prefers working in small groups.
2. Has short attention span (10-15 minutes) in a large group situation.
3. Enjoys make believe.
4. Gives living characteristics to inanimate objects.
5. Is usually friendly and sociable.
6. Needs a challenging, enriching environment.
7. Is usually capable of understanding and respecting the rights of others.
8. Is becoming helpful, cooperative, appreciative and sympathetic.
9. Is usually dependable and likes to assume responsibilities.
10. Is usually capable of working toward set goals.
11. Is primarily interested in self.
12. Needs security provided by positive interactions with adults.
13. Is gaining in ability to be away from parents for increased periods of time.
14. Has low tolerance level for frustration.

B. Emotional Characteristics
1. Needs to belong.
2. Needs routines and limits.
3. Is eager to be independent.
4. Needs opportunities to succeed.
5. Is sometimes fearful of new situations.
6. Is beginning to distinguish between truth and falsehoods.
7. Is spontaneous in volunteering.
8. Seeks affection and approval.
9. Responds to praise and encouragement.

C. Cognitive Characteristics
1. Is curious about many things, asks many questions and wants simple direct answers.
2. Needs a challenging environment with a variety of materials.
3. Needs freedom and time to explore and discover.
4. Is developing the ability to reason and face reality.
5. Is eager to learn, but is not ready for drill or formal work; learns by doing through concrete experiences.
6. Has confidence in own ability.
7. Has an active imagination.
8. Enjoys experimenting with sounds and words.
9. Bases interpretations (art work, movement and other creative expressions) on perceptions rather than adult reality.

D. Physical Characteristics
1. Continues to grow quickly.

2. Posture defects are correctible.
3. Is active but fatigues easily.
4. Enjoys large muscle activities.
5. Has fairly good motor skills which may develop unevenly.
6. Is susceptible to infectious diseases.
7. Is relatively independent in taking care of personal needs.
8. Continues to develop fine motor skills.
9. Has not developed near-point vision.
10. Continues to develop auditory acuity.
11. Usually has established right or left dominance.



Assessment of the Kindergarten Child

Assessment in the kindergarten classroom is used to identify the performance levels, skills and abilities of young children. Essentially, this activity involves selecting, gathering, and interpreting information about a given child or group of children. This information is obtained through physical assessment, teacher observation, developmental scales and other formal and informal instruments.

The purpose of assessment in the kindergarten classroom is to give teachers information about the stages of development and skill levels of individual children. In obtaining this information, teachers can more accurately plan the instructional programs and make evaluative judgements about individual children. Unless this information is used to improve children's performance and make their lives better in the classroom, assessment is of little value. Therefore, the assessment activity must be an on-going process which helps the teacher to more effectively meet the needs of the children.

I. Types of Assessment

A. Physical Assessment

Physical Assessment should include:

1. A complete physical examination prior to school attendance
2. Completion of all require immunizations prior to school attendance
3. Vision screening
4. Auditory screening

When a physical problem is suspected or identified by the kindergarten teacher, referral should be made to the appropriate school personnel, community nurse, speech therapist or counselor if available. Referrals can also be made to the appropriate community service agency with approval of the parents.

B. Teacher Observation

The kindergarten teacher should be observing each child in the area of physical and emotional development, social adjustment and academic growth. Through daily observation, the teacher is able to identify severe problems in these areas. Observed problems should be referred to the appropriate school personnel or community agency.

Ongoing observational records enable the teacher to develop a personal relationship with each child — observing daily growth and determining the consistent behavior for that child. Appropriate instructional experiences can then be planned.

C. Developmental Scales

A developmental scale lists appropriate behaviors by age level in areas such as motor skills, expressive and receptive language development, social-emotional development, auditory discrimination, visual discrimination and self-help skills. The scale assists the teacher in assessing performances on age normed tasks.

D. Standardized Tests

Standardized tests are those instruments which have been constructed under specified conditions in order that normative data can be obtained. Teachers may need to give these tests when they want to compare their children's performance with others beyond their local community.

E. Checklist of Basic Competencies

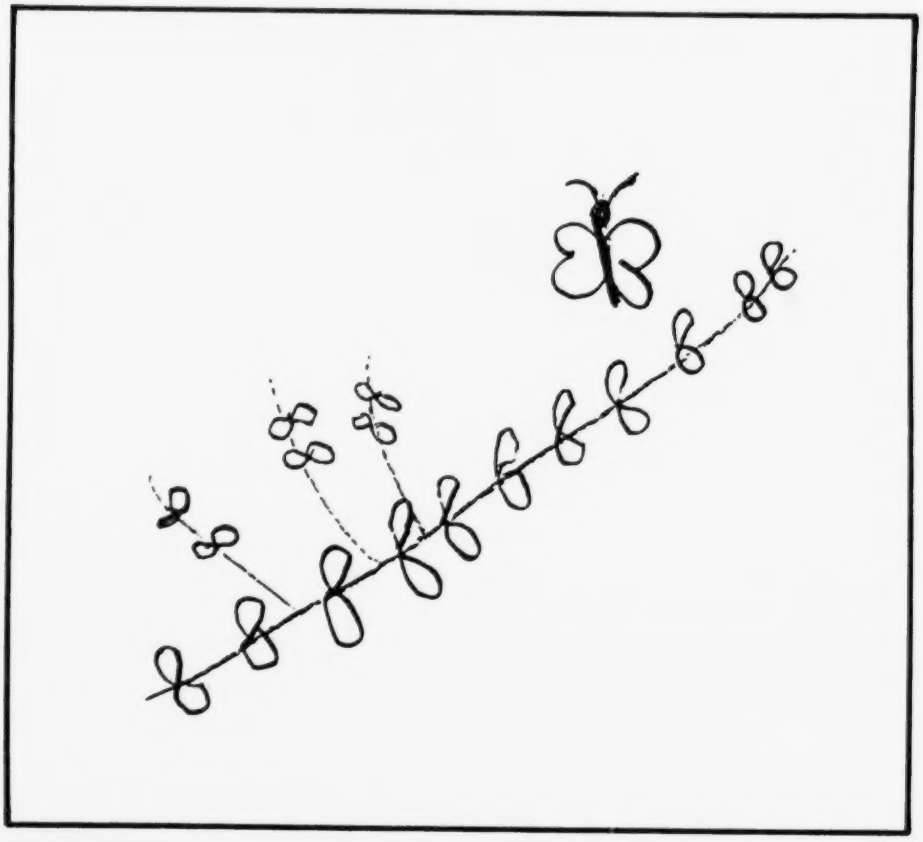
A checklist of basic competencies is a general listing of expected behaviors that would be common for five-year-olds. The checklist should serve as a basis for determining realistic short and long range objectives for a specific kindergarten class. Additionally, the checklist serves as a means of communicating kindergarten objectives to parents and planning an individualized instructional program.

The checklist may be developed by school district personnel from lists of normal developmental characteristics. Items may be selected by examining developmental scales distributed by commercial companies and the lists of competencies contained in the Kentucky Department of Education Kindergarten Guidelines, Recommendations and Regulations.

F. Progress Report

A progress report should be sent to parents at regular intervals. The reporting schedule should be communicated to parents early in the school year.

The progress report to parents may be in the form of a checklist, parent conference, letters to parents or a combination of these. Through both formal and informal assessment procedures, the teacher determines gains of the child and level of the instructional program. Therefore, assessment should be an integral part of the kindergarten program.



Recording, Reporting and Evaluating

Teachers have the responsibility to begin the records that will accompany children throughout school. Teachers of young children must have time allotted for conferences, home visits, and record work. Conscientious teachers will also take time to communicate with successive teachers to see if records are being used wisely and are meeting the needs of students, teachers, and administrators.

As part of the enrollment process cumulative record folders are begun for each child attending public schools in Kentucky. Initial entries are written by early childhood teachers and then expanded by subsequent grade teachers. Cumulative records must be as accurate and complete as possible. Useful background information provided by parents should include:

- address of child
- birth date of child
- work address of parents
- phone number and address of person other than parents to be notified in case of emergency
- ways child has been disciplined at home
- occupation of parents
- physical, dental, or psychological examinations
- name and telephone number of family doctor
- immunization record
- disease record
- serious illnesses or accidents of child
- hospitalizations of child
- serious family problems or illnesses
- emotional temperament of child
- physical or mental limitations of child
- speech defects of child
- indication of economic conditions in home
- information about family members
- previous school experiences
- special interests or activities of child
- unique characteristics of the child

To keep accurate and complete records for every child is a time-consuming and arduous task Teachers of young children should be able to devote their full time, when children are not present, to the class-related tasks of planning and recording. Throughout the year records should be kept to:

1. Help teachers understand their children.
2. Provide a basis for reports to parents.
3. Discover and meet special needs.
4. Discover personality and behavior problems.
5. Provide information to outside specialists.
6. Guide teachers in planning new experiences for both groups and individuals.
7. Gain evidence of growth and development.
8. Determine school placement.
9. Serve as guides for curriculum planning.
10. Provide information for other schools.
11. Provide information for research.

Records are varied and include any or all of the following:

1. Anecdotal — behavioral episodes
2. Written reports of observations
3. Samples of work
4. Tape recordings or important conversations with children or parents
5. Copies of previous work
6. Checklists
7. Copies of test results.

Teachers should use many types of evaluative measures and should record their data accurately to give a true picture of the child to parents, administrators, outside specialists and first grade teachers. Teachers will usually evaluate each child's:

- behavior
- achievement in work periods
- achievement in curriculum areas
- creativity
- interests
- manipulative abilities
- health
- social development
- language abilities
- personality
- responsibility for group living
- adjustment
- dramatic play
- total self.

Complete, accurate, comprehensive records will assist other teachers in helping children further their schooling with as much understanding as possible.

The Exceptional Kindergarten Child

Each school district is responsible for making available to all kindergarten children within its jurisdiction an appropriate educational program. This applies to all children, including exceptional children (children with handicaps) regardless of the severity of the exceptionality. This requirement is based on the Education of the Handicapped Act (P. L. 94-142 as amended by P. L. 98-199) and state laws and regulations.

Children placed in kindergarten programs who are suspected to have a handicap should be referred for individual assessment in order to determine if special education services are needed. Each school district has procedures for making such a referral. The kindergarten teacher should check with designated school administrators to become familiar with referral procedures.

The assessment results will be reviewed by a committee known as the Admissions and Release Committee. School personnel, including the referring teacher, and the parent make up this committee. If the committee decides that special education is needed, an Individual Education Program (IEP) will be developed for the child. The IEP will describe services the child needs. As long as the child receives special education services, this plan will be reviewed and revised every year.

The type of special education services that the child receives will depend on the needs of the child. Some children will be served in special education full time. Some children will be served in regular education part-time and special education part-time. Some children will be served full time in regular education with support services such as speech therapy. In all cases, the school must make sure that children with handicaps are educated with children who are not handicapped to the maximum extent that is appropriate. This concept is referred to as the least restrictive environment.

Having exceptional children in the kindergarten classroom provides an excellent opportunity to teach consideration, understanding and acceptance of differences. The teacher, whose attitudes and actions are dominant influences, should serve as a role model.

Expectations should be realistic and planned according to the individual's needs and potential level of achievement, while at the same time expecting the exceptional child to participate in established classroom routines and to abide by rules maintained for the class as a whole.

Project KIK — Kentucky's Individualized Kindergartens

Preschool Incentive Grant Abstract

The Office of Education for Exceptional Children, Kentucky Department of Education, is operating a project targeted at providing model service to preschool handicapped children enrolled in the public school kindergartens throughout Kentucky. This project, known as Project KIK (Kentucky's Individualized Kindergartens), is located in 26 model sites.The intent of Project KIK is to provide training to regular education teachers in the systematic identification of kindergarten children who appear to be "at risk" (children possibly in need of special education and related services). This identification is done using the nationally recognized Learning Accomplishment Profile-Diagnostic Edition (LAP-D).

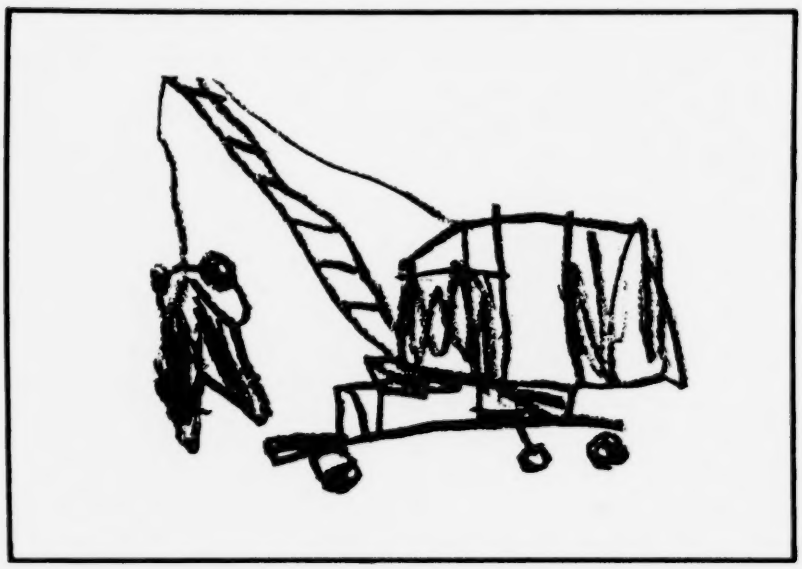
The goal of Project KIK is to continue the growth of early childhood education for handicapped children by extending the original KIK activities. These include training in assessment, establishing

model mainstream kindergarten programs and stimulating statewide awareness of the Full Educational Opportunities Goal (P.L. 94-142 as amended by 98-199) and the generation of innovative practices. Additional components of the project include local, regional, and statewide training, consultation, and technical assistance related to preschool programs.

The Office of Education for Exceptional Children establishes and maintains data on all 180 local school districts' efforts to identify handicapped preschoolers. Local school districts interested in providing services to all kindergarten children in the least restrictive environment are encouraged to consider the KIK model. Upon request, Project KIK will also provide training and technical assistance to those local school districts throughout Kentucky that do not receive direct funding under the KIK grant.

Further information may be obtained from:

Office for Education of Exceptional Children
8th Floor, Capital Plaza Tower
Frankfort, KY 40601



The Gifted/Talented Kindergarten Child

Gifted and talented pupils present a group whose learning styles and thinking dimensions demand experiences beyond the educational mainstream. Each school district should provide programs of multi-dimensional and appropriate learning opportunities which address the academic, psychological, and social needs of these pupils.

Identification procedures are established for pupils in grades 1-12 in Kentucky public schools. However, our growing knowledge of intellectual and personality development emphasizes the importance of setting the stage for gifted behavior in the kindergarten year with placement in a gifted program occurring in subsequent years. The kindergarten year is tremendously important in the development of gifted children and can contribute enormously to the preserving of exceptional talent. Teachers should begin screening by providing a variety of enrichment activities for all children. These activities should promote critical thinking and problem solving and be free from cultural bias. The teacher should record observations of children who excel in these learning opportunities. These records will be beneficial in identification procedures.

The following characteristics, many of which are found in all children, are frequently identified characteristics of gifted kindergarten children:

- are capable of organizing their time and controlling their behavior,
- are experts in the techniques of learning in creative ways,
- make excellent use of opportunities for investigating things more thoroughly,
- prefer to learn creatively and postpone learning by authority,
- are often better at doing and seeing than at talking and hearing,
- have an irresistible tendency to manipulate and explore objects,
- need props and resources for experimentation,
- need to keep fantasy alive,
- need appreciation for their productions, and
- instinctively resist efforts to coerce them into being like everyone else.

The education of gifted kindergarten children must not suffer because of misinterpretations of behaviors that may take the form of nonconformity, disruption, or withdrawal. Often teachers treat children according to their personal beliefs about which characteristics and behaviors should be encouraged or discouraged. Although it is recognized that some inappropriate behaviors may in fact be a sign of problems, those same behaviors can also be the sign of a very bright, talented child who has not learned more acceptable ways of expressing dissatisfaction, frustration or boredom with the curriculum. Teachers must learn to judge these behaviors objectively. The above descriptions and recommendations are designed to help teachers replace subjective beliefs with objective observations and evaluations.

A basic element for working with gifted children is a relationship characterized by trust, affection and a willingness to accompany the child along untraveled pathways.

Competencies

The following are competencies which the child may have achieved by the end of the kindergarten year. These competencies are directed toward a "reasonable level of achievement" for the average kindergarten student. Some children will master or exceed these goals; others will not. The length of time for mastery will vary from child to child, and slower mastery is not necessarily to be interpreted as developmental delay. The asterisk (*) denotes Kentucky Essential Skills.

I. Cognitive Competencies

A. Language

The student will:

*1. Recall (Recognize) the basic plot and supporting details from stories (kindergarten level) read aloud to the student.

*2. Follow simple one and two-step oral directions.

*3. Supply (Recognize) a logical word to complete sentences presented orally.

*4. Distinguish between real and imaginary events in stories (kindergarten level) read to the student.

*5. Demonstrate proper book orientation:
-Left to right eye movement
-Right side up
-Front to back
-Top to bottom

*6. Distinguish a "word" from other distractors. (e.g., Look at these items. Put an X on the "word.")

*7. Comprehend (Identify) place and direction words when represented in pictures (e.g., up, down, over, under, inside, outside, near, far).

*8. Comprehend (Identify) comparisons when represented in pictures (e.g., Mark the dog that is bigger; mark the girl who is taller.)

*9. Classify objects and pictures into categories.

*10. Select the picture which best matches a given sentence.

*11. Recognize differences in words. (e.g., Listen as I say two words, and tell me if they are the same; top, toy . . . (calls for yes/no response).

12. Speak clearly and in complete sentences.

13. Verbalize feelings and ideas to other children and adults.

14. Participate in planned group language experiences, including letter and story composition.

15. Orally express first and last name, address, phone number and birthday.

16. Discuss events and activities of pictures and picture books.

17. Arrange story pictures in appropriate sequence.

18. Identify simple written labels on familiar objects.

19. Verbally label and discuss classroom and household items, body parts, animals, toys, food, etc.

20. Recognize and identify the following colors: red, blue, yellow, green, orange, purple, black, and brown.
21. Rhyme words.
22. Recognize likenesses and differences of objects and pictures.
23. Recognize and reproduce patterns.

B. Math

The student will:

*1. Count objects from 1 to 10.
*2. Match sets with numbers (not to exceed 10).
*3. Determine which one of two sets is larger, smaller, or the same as another set.
*4. Group objects according to similarities.
*5. Identify an object different from a group.
*6. Determine the spatial relationships of two objects (e.g., whether one object is over, under, inside, or outside another).
*7. Determine which of three objects is between two others.
*8. Recognize that a clock is used to tell time.
*9. Determine which of two objects is longer, shorter, or the same as the other.
*10. cognize that a calendar is used to measure time.
11. Name, match, and reproduce circles, squares, rectangles and triangles.
12. Recognize and reproduce patterns.
13. Label objects as big, little, tall, short, large, small, long, wide or narrow.
14. Make size comparisons by labeling objects as smaller than, larger than, taller than, shorter than, etc.
15. Physically order objects according to size.
16. Describe objects in relation to one another as behind, in front of, below, on top of, between, in the middle, or above.
17. Classify objects according to physical characteristics such as size, shape, and color.
18. Recognize numerals 0-10.
19. Name and place objects in ordinal position 1st through 10th.
20. Match numeral and object based on one-to-one correspondence in counting.
21. Use terms such as same as, more than and less than.
22. Tell name of the current day and month.
23. Name days of the week.

C. Spelling

The student will:

*1. Identify and copy (from a model) first and last name using upper and lower case letters.
*2. Distinguish a letter from distractors.

D. Writing

The student will:

*1. Use writing tools correctly.

*2. Follow left-to-right, top to bottom progression.

*3. Copy (from a model) first and last name using upper and lower case letters.

*4. Copy (from a model) some upper and lower case letters.

*5. Copy (from a model) numerals 0-10.

E. Library/Research/Reference

The student will:

*1. Identify ways to handle and care for materials.

*2. Recognize what materials are found in a library.

*3. Identify the parts of a book.

F. Science

The student will:

1. Exhibit curiosity about natural phenomena.
2. Exhibit interest in solving problems.
3. Identify and describe the four seasons.
4. Discuss weather in relation to necessary clothing, etc.
5. Demonstrate environmental awareness and responsibility.
6. Identify animals, including domestic and wild.
7. Identify and match animals and their offspring.
8. Discuss and demonstrate proper care of animals.
9. Discuss the concept of the plant as a living organism.
10. Identify essential elements for survival of plants.
11. Demonstrate care of plants.

G. Social Studies

The student will:

1. Demonstrate an understanding of self-identity as related to one's uniqueness, feelings and abilities to accomplish goals.
2. Identify characteristics which make the individual unique, such as family, appearance and cultural heritage.
3. Demonstrate the ability to interact appropriately with adults and other children and cooperate toward the achievement of common goals.
4. Identify various careers and describe the role of persons in those careers.
5. Assume various gender free career roles in dramatic play.
6. Demonstrate a positive attitude toward individuals and groups of varying backgrounds and beliefs.

7. Demonstrate an understanding of authority related to the need for rules used in decision making and ownership.
8. Demonstrate an understanding of change as related to people, places, and objects in society.

H. Health and Safety

The student will:

1. Identify and describe the five senses in relation to own body.
2. Describe proper care of the body including nutrition, cleanliness, and rest.
3. Identify and describe functions of major body parts.
4. Demonstrate correct procedure in case of fire, tornado, or seriously injured person.
5. Demonstrate an understanding of safety rules.
6. Demonstrate an awareness of the effects of drug and alcohol abuse.

II. Creative Expression Competencies

A. Art

The student will:

1. Participate in individualized classroom art activities.
2. Express self through art media.

B. Music

The student will:

1. Participate in singing, creative movement, and rhythm band activities.
2. Express self through music.

D. Drama

The student will:

1. Participate in role-playing centers.
2. Demonstrate imaginative play in learning centers.
3. Express self through dramatization.

III. Physical Competencies

A. Large Muscle Coordination

The student will:

1. Walk and run with coordination and control.
2. Stand on one foot.
3. Hop on one foot.
4. Jump on both feet.
5. Walk on balance beam.
6. Gallop.

7. Climb on appropriate apparatus.
8. Follow directions relative to moving body parts.
9. Toss and catch large ball.
10. Participate in creative movement exercises.
11. Ascend and descend stairs using alternating feet.

B. Small Muscle Coordination and Visual Discrimination

The student will:

1. Hold pencil and crayon correctly.
2. Turn book pages singly.
3. Trace objects.
4. Draw straight and curved lines.
5. Cut on a line.
6. Paste.
7. Draw.
8. Color.
9. Use puzzles, shapeboards, and pegboards successfully.
10. String beads.
11. Dress self and tie shoelaces.

C. Auditory Discrimination

The student will:

1. Recognize differences in words.
2. Recognize sounds as to source.
3. Imitate simple rhythmic sound patterns.

IV. Affective Competencies

A. Individual Development

The student will:

1. Demonstrate positive self-image through displays of self confidence and autonomy.
2. Listen.
3. Express emotions appropriately.
4. Participate in interest centers.
5. Accept responsibility for clean-up and self-care.
6. Accept responsibility for own actions.
7. Develop an appropriate level of self control.

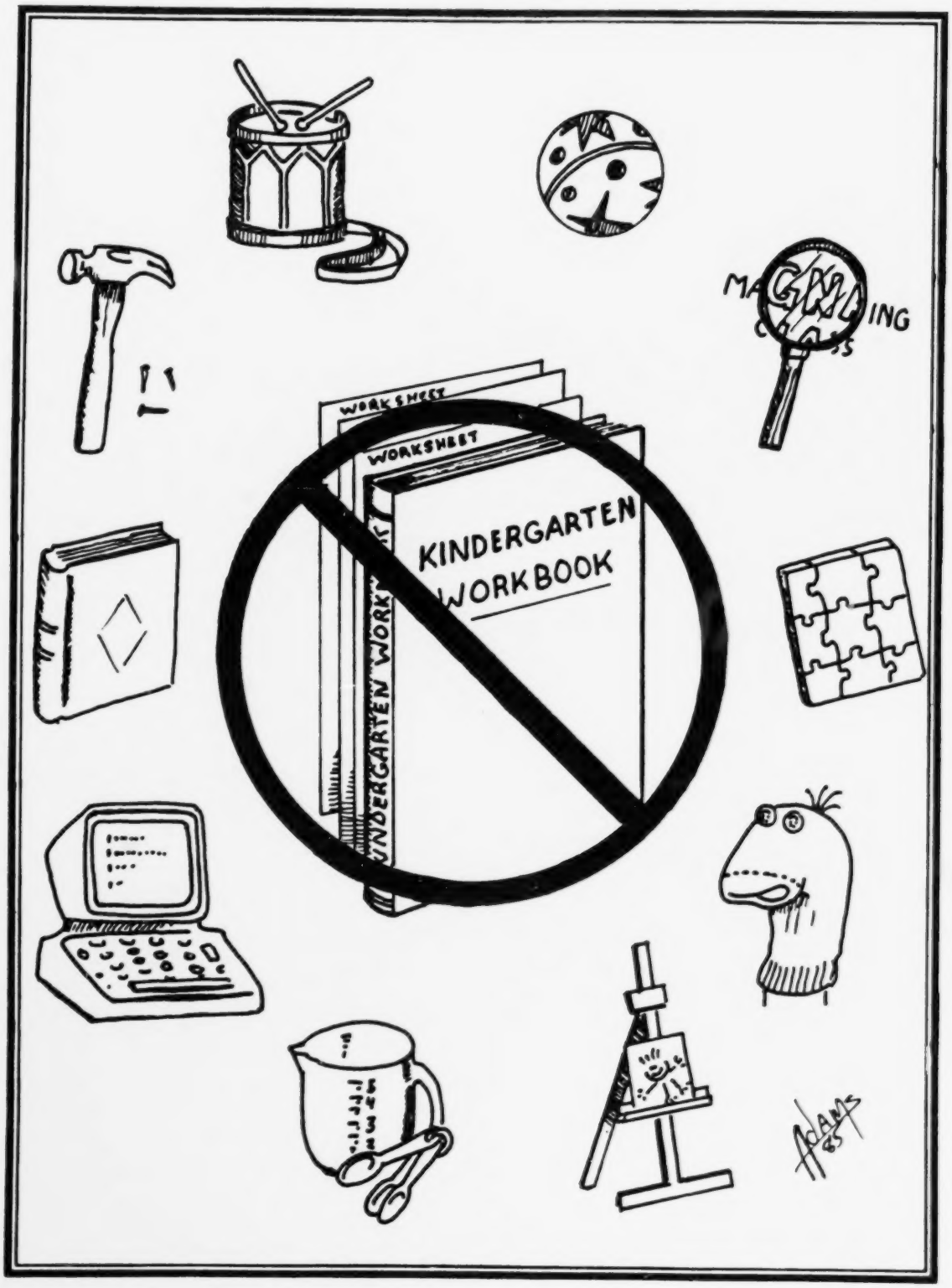
B. Social Interaction

The student will:

1. Share with others.
2. Play cooperatively.
3. Demonstrate an understanding of the feelings and needs of others.
4. Accept individual differences.
5. Demonstrate appropriate manners and rules of courtesy.
6. Take turns.
7. Help make rules and follow them.

The best gifts I ever got
Were gifts that needed
Me
Materials to ply
Containers to fill
Bits and pieces to enlarge
With my imagination.

Everychild's Everyday,
by Cindy Herbert
and
Susan Russell


WORK SHEET
WORKSHEET
KINDERGARTEN WORKBOOK
KINDERGARTEN WORK
ADAMS '85

The Learning Environment

I. The Classroom

The total environment will determine the success of the kindergarten program. This environment is affected by instructional materials, room arrangement, scheduling and the rapport developed between teacher and child, teacher and parents and among the children. The program should be conducive to learning and be characterized by the following:

- providing for "hands-on" activities,
- utilizing self correcting materials,
- providing activities with varying levels of difficulty and which progress from the concrete to the abstract,
- stressing the growth of independence and autonomy,
- emphasizing divergent and creative thinking,
- reflecting program goals and objectives, and
- providing a balance of quiet, non-quiet, teacher-directed and child-initiated activities.

To facilitate the positive learning environment, characterized by the above, it is recommended that the learning center approach be utilized. Learning centers may be stationary or take a "portable form". Instructional materials may be located on a shelf, in a box, or on a bulletin board. These centers generally relate to a specific skill/concept being taught or to a thematic unit.

The number of centers may vary from time to time. Centers should be set up and changed according to curriculum goals and continually assessed relative to success and level of interest. Some centers may be for individual work and others for small group activities. Appropriate learning centers, equipment, and instructional materials are basic to the kindergarten program.

A. Learning Centers
   1. Art
   2. Blockbuilding
   3. Cooking
   4. Gross Motor
   5. Housekeeping/Dramatic Play
   6. Language Arts/Library
   7. Manipulative
   8. Math/Problem Solving
   9. Multi-media
   10. Music
   11. Science/Social Studies
   12. Woodworking
   13. Other

B. Equipment and Instructional Materials
   Adequate instructional materials and equipment should be provided for each kindergarten unit. The major emphasis in selecting instructional materials for the kindergarten unit should be on manipulative or concrete materials. It is strongly recommended that workbooks, ditto sheets, and formal reading groups not be a part of the kindergarten curriculum. The teacher and administrator should consider characteristics and needs of the

five year old child in selecting appropriate materials. The following alphabetical listing serves as a guide. The asterisk (*) denotes minimum equipment and materials.

Learning Center	Equipment and Materials
Art	
Non-structured art activities provide for non-verbal expression of individuality, feelings, and ideas. Additionally, art experiences provide for development of small muscles, eye-hand coordination and color concepts. It is the process rather than the end product of the art experience which is important. The activity should encourage creativity and divergent thinking. Copies and coloring books should be avoided. The child should be given the freedom to choose materials which are easily accessible along with adequate working space and clean-up tools.	*Easels *Paints *Brushes *Crayons and pencils *Paste and tape *Clay/play dough *Scissors (left & right handed) *Paper (construction, manila, newsprint, etc.) *Collage materials *Cleanup supplies Painting aprons or smocks Drying rack Hole punch Storage shelves or drawers for materials
Blockbuilding	
Various sizes of wooden blocks are essential to the kindergarten classroom. Such concepts as size, shape and direction can be emphasized through block building activities. While small muscle development is seen as a major purpose of block building experiences, language development mathematics and socialization can also be enhanced in this center.	*Unit blocks (set of 80-100) *Blocks of various sizes *Small wooden cars or trucks *Assortment of miniature animals and people Traffic signs Low open shelves for storage
Cooking	
Cooking activities provide an opportunity for socialization and language development. Experiences in cooking develop the child's fine motor skills, eye-hand coordination, sequencing skills, vocabulary and mathematic skills. The child can learn the importance of sharing in a group project and realize the need for cooperation. Cooking is an excellent catalyst for parent involvement. Nutrition education coordinated with a planned cooking program helps students develop attitudes and behaviors which are the basis for an understanding of good nutrition.	Measuring cups and spoons Utensils Pans Bowls Popcorn popper Electric skillet Pictorial recipes Towels Apron

Learning Center	Equipment and Materials
Gross Motor	
Large muscle activities provided by the teacher or initiated by the child are integral parts of the daily kindergarten program. A good physical development program is vital to a child. Active play involves music, dance, creative movement, and motor skills. Both indoor and outdoor activities which offer children opportunities to use their bodies in increasingly refined and controlled ways should be planned.	Access to: *Balls *Jump ropes *Balance beam Yarn balls Rocking boats Wheel toys Hula hoops Parachute Climbing apparatus Ladders Tires Innertubes
Housekeeping/Dramatic Play	
Arranged for dramatic play, the housekeeping center provides an opportunity for children to participate in role playing alone or with other children. This center provides an excellent opportunity for socialization and language development. Social Studies units can be enhanced and emphasized in this area.	*Appliances *Dolls *Aluminum cooking sets *Unbreakable mirror *Housecleaning *Table and chairs *Dress up clothes *Telephone Doll bed Dishes Aluminum cutlery set Wooden ironing board Wooden iron Doll's high chair Dramatic play props Materials for Social Studies Unit
Language Arts/Library Center	
The language arts center may contain language games puppets, "reading" rug and picture books, which can be purchased or borrowed from the library. Located in a quiet area of the room, this center strengthens language development through a language experience approach. Development of language skills should be emphasized in every curriculum area.	*Puppets *Flannel board *3-dimensional alphabet letters *Language games, including: visual, and verbal discrimination, alphabet, sequencing, relationship, opposites, rhyming activities, categorizing *Book Display/Storage Unit *Table and Chairs or Rug Magnetic boards with letters and shapes

Learning Center	Equipment and Materials
Manipulative	
Designed for quiet, self-directed activities, this center helps improve eye-hand coordination. The child's manipulation of the materials will help develop perceptual skills and concepts.	*Wooden inlay puzzles (Minimum 1 dozen) *Beads and laces *Pegboard and pegs *Lego-type toys Bean bags Low open shelves for storage
Math/Problem Solving	
As with the language center, mathematics should be incorporated into every area of the curriculum. Concrete objects and manipulatives should be used. The use of math workbooks is not recommended and the frequent use of worksheets is undesirable.	*Number and counting games *Shape and discrimination games *Calendar *Clock *Measuring equipment *Countable collectables (bottle caps, popsicle sticks, buttons, beans, styrofoam pieces, etc.) *Various shapes and sizes of blocks *3-dimensional numerals Abacus Parquetry blocks Counting sticks Magnetic boards with shapes and numerals Balance scales Attribute blocks Cuisinaire rods
Multi-Media	
The multi-media center will enhance the total curriculum by helping children identify and utilize various types of equipment and materials. Most important will be the strengthening of the child's listening skills.	Record player with headphone jack Listening center (headphone) attachment Cassette player recorder with headphone jack Books Small table Book/Record & tape sets may be purchased or borrowed from the library Computer Television

Learning Center	Equipment and Materials
Music	
Music plays an important part in the development of the whole child. It is an excellent tool for language development and listening skills and provides opportunities for success and pleasure. Music is an avenue of self expression used to encourage self-discovery both affectively and cognitively and is an enrichment to the kindergarten curriculum.	*Rhythm Instruments *Record player and/or cassette player with records and/or tapes Scarves, streamers Xylophone
Science/Social Studies	
A readiness for science begins with all senses as the child explores and observes how things look, taste, feel, smell, and sound, as they change and react. The teacher will explore with children their environment while gathering materials from the real world for exploration. Collections and displays should be set up in a science center. Children will directly manipulate these objects to discover physical properties and how they can be used. Pets should be included with care and feeding responsibilities assigned to the children. The foundations for social studies are laid in kindergarten as the child begins to understand through simple activities the inter-connectedness between self, family, community, nation and world.	*Thermometers *Magnifying glasses *Flag magnets *Small animal cage Sand and water table (with top) Polyethylene sand toy set Aquarium Terrarium Stethoscope Bug cage Weather chart Simple maps Globe Dry cell batteries Plants Small table National flags Books
Woodworking Center	
The woodworking center may take the form of the commercial woodworking bench with tools or may simply include a tree stump for hammering along with an accumulation of soft wood and and styrofoam pieces. Tools should be solid, easily held and not subject to breakage. Nails, such as roofing nails, should have large heads. Small muscle development and eye-hand coordination are skills to be strengthened in this center. This center is excellent for providing the "hands on" experiences that help the child to develop an understanding of math concepts.	Workbench Nails Wood Hammer Styrofoam pieces

C. *Essential* Consumable Materials

*1. Paints
-Easel paint
-Finger paint
-Water colors

*2. Paper
-Manila drawing paper
-Large newsprint
-Finger paint paper (butcher paper may be used as a substitute)
-Construction paper (assorted colors)

*3. Drawing and painting materials
-Large crayons (assorted colors)
-Colored chalk
-Water-based felt tip markers
-Primary pencils

*4. Pasting materials
-White glue
-Rubber cement
-Paste

*5. Tape
-Masking
-Transparent

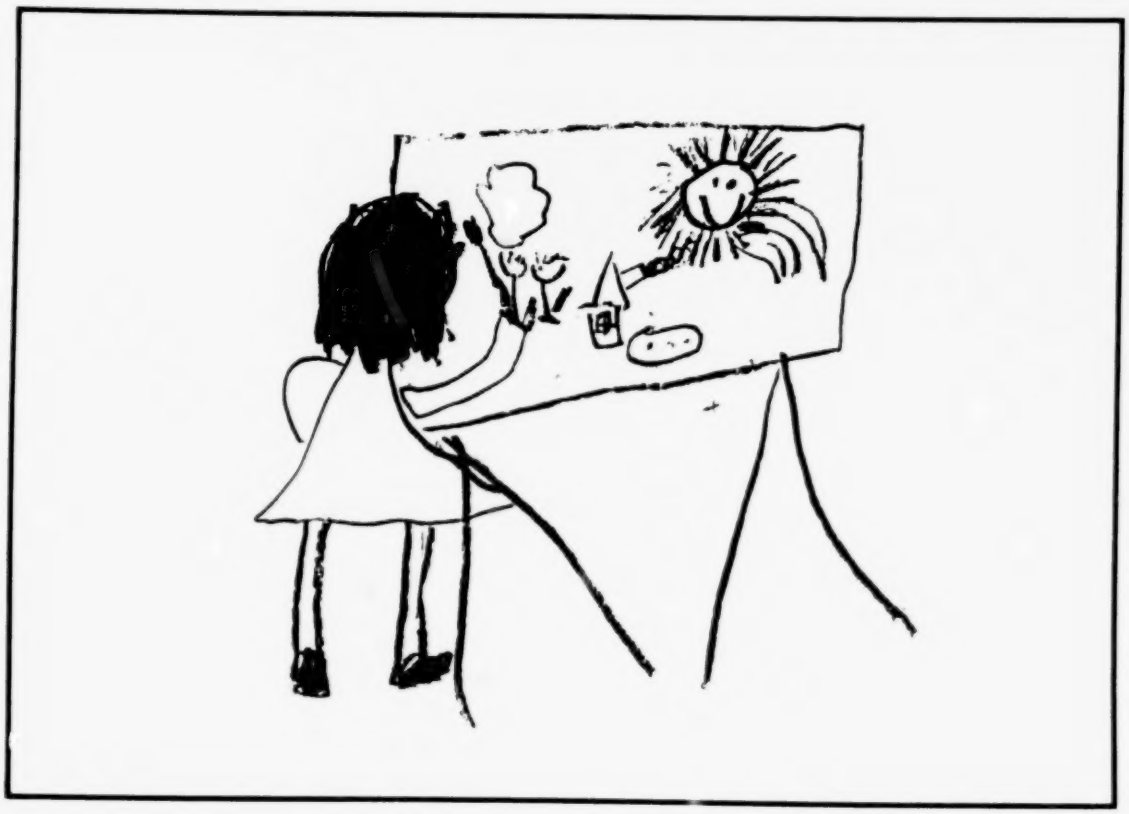
*6. Modeling materials
-Clay
-Play dough

7. Miscellaneous
-Yarn
-Pipe cleaners
-Flour
-Vegtable oil
-Cotton balls
-Cotton swabs
-Sandpaper
-Tongue depressors
-String
-Styrofoam cups
-Sponges
-Toothbrushes
-Screening material
-Liquid starch

D. Essential Physical Facilities

*1. A minimum of 35 square feet per child, if available.
*2. Adequate lighting and ventilation.
*3. Freedom from safety hazards.
*4. Seating accommodations for snack and learning activities.
*5. Maintenance of hygienic conditions.
*6. Adequate space for learning centers, as well as large open spaces for group and large muscle activities.
*7. Access to a water source, outside door and child-size restroom facilities.
*8. Adequate storage for instructional materials.
*9. Adequate storage for teacher materials.
*10. Individual cubbies for children.
*11. Carpeted areas for group activities and/or carpet squares for each child.
*12. Resting accommodations for full day programs.
13. Bulletin boards and blackboards at eye level of the child.

REMEMBER: *Kindergarten Classrooms Need to Be Well Organized with a Normal Noise Level, Freedom of Movement, and a Creative Atmosphere*



II. Classroom Management

The major goals of classroom management are to maintain an atmosphere conducive to learning for all children and to encourage self-control and build self-respect in each child.

A. Desirable Goals for Kindergarten Classes and Recommended Teacher Behavior

1. The teacher:

   a. arranges materials so that they are accessible to children without adult assistance.
   b. Gives assistance when needed but does not intervene unnecessarily in situations such as dressing and undressing, clean-up, eating and serving food.
   c. Selects and uses equipment that children can operate independently.
   d. Arranges furniture and materials so that children work independently as well as in groups.
   e. Does not interrupt a child who is occupied constructively.
   f. Follows procedures that encourage children to meet their physiological needs without direct supervision (e.g., toilet, washing, etc.).
   g. Ignores non-conforming behavior that is not disruptive or destructive.
   h. Gradually introduces and clearly explains acceptable and expected classroom rules and child behaviors.

2. Positive Self-Image

   The teacher:

   a. Takes time to listen to children.
   b. Responds to children's questions.
   c. Gives praise freely when justified.
   d. Sets up activities which stimulate differentiated individual responses.

   e. Receives parents with warmth and respect.

3. Intellectual Stimulation

   The teacher:

   a. Asks questions which provoke thoughtful response and problem-solving (e.g., comparing, contrasting, analyzing, summarizing, imagining, feeling). b.Uses daily-life experiences and materials from immediate environment: mathematics concepts by use of familiar objects, science concepts through natural and physical materials.c.Introduces a wide variety of learning resources (e.g., books, people, objects, media).
   d. Responds to children's questions, suggestions, and comments in ways which demonstrate respect for the child's knowledge.

4. Creativity

   The teacher:

   a. Accepts and appreciates divergent and unexpected responses.

b. Provides materials and encourages children to use them in individualistic rather than in prescribed ways.
c. Reads and accepts imaginative stories.
d. Uses music, dance, and other arts to encourage individual responses.

5. Socialization

The teacher:

a. Provides activities that stimulate interaction of children with each other and with adults in a variety of roles.
b. Finds ways to involve isolates in group activities without using pressure or being directive.
c. Uses materials that require interaction of more than one child (e.g., "telephone", games, puzzles).
d. Helps children to discover and use positive ways to interact without resorting to aggression (e.g., to use words and reason rather than violence).
e. Provides activities which meet individual needs for privacy and independence.

6. Physical Development

The teacher:

a. Encourages nutritious food and adequate rest.
b. Conducts an appropriately balanced program that allows for both vigorous and quiet activities.
c. Provides for appropriate room temperature, ventilation, and seating.
d. Plans for using outdoor facilities when feasible.

7. Emotional Development

The teacher:

a. Comforts children who are upset.
b. Allows for emotional conflict and deals with conflict situations without being judgmental.
c. Models healthy responses (e.g., uses humor in responding to children, maintains self-control, relates positively to other adults, accepts own mistakes with realization of human frailty).
d. Copes with emergencies without panic.
e. Plans activities to respond to individual needs of students.

III. Daily Schedules

Careful consideration should be given to allocation of time in the kindergarten program. While allotments will vary according to the half day or full day session, all schedules will follow similar guidelines. These include:

- balance of quiet and non-quiet activities,
- consideration of short attention spans of kindergarten children in large group activities,
- provision for large amounts of time for independent choice activities,
- balance of child initiated and teacher initiated activities,
- provision of time for individual activities and small and large group activities,
- provision for rest periods as needed, and
- flexibility.

The following schedules reflect these guidelines and are based on both half-day and all day sessions. Half-day sessions must be a minimum of three hours in length and all day sessions will follow the normal six-hour day.

*When specialized teachers in art, music, library and/or physical education are available in the elementary school, it is recommended that their services be available to kindergarten children.

Daily Three-Hour Schedules

1. **Early Session** — **Late Session**

Time	Min.		Time	Min.
8:30	15	Greetings and Attendance Informal Interactions Among Peers	12:00	15
8:45	40	Learning Centers — Self Directed Activities	12:15	40
9:25	15	Cleanup — Toilet Routines	12:55	15
9:40	15	Nutritional Snack—Informal Interaction with Peers	1:10	15
9:55	25	Group Time Activities — Songs, Poems, Fingerplays, Stories, Sharing of Ideas, Unit Presentation	1:25	25
10:20	10	Rest Individual Quiet Activities	1:50	10
10:30	40	Learning Centers — Self Directed Activities	2:00	40
11:10	10	Clean-up Time	2:40	10
11:20	10	Involvement with Quiet Activities as Parents Arrive	2:50	10
11:30		Dismissal	3:00	

2. **Early Session**

Time	Min.			
8:15	10	Arrival, Greeting, Attendance, Milk Orders, Informal Conversation	12:00	10

8:25	20	Group Time, Sharing, Weather, Introduce New Activities for Center, etc.	12:10	20
8:45	40	Learning Centers — Self Directed Activities	12:30	40
9:25	10	Cleanup, Toileting	1:10	10
9:35	10	Nutritional Snack	1:20	10
9:45	10	Rest	1:30	10
9:55	25	Music, Songs, Rhythms, Games, Films, etc.	1:40	25
10:20	25	Outdoor Activities/Learning Centers	2:05	25
10:45	15	Story Time, Poetry or Dramatization	2:30	15
11:00	5	Evaluation of the Day and Planning for the Next Day	2:45	5
11:05	10	Preparation for Going Home	2:50	10
11:15		Dismissal	3:00	

Daily Six-Hour Schedules

1.

Time	Min.	
8:30	30	Informal Opening
9:00	20	Large Group: Sharing Planning for Day
9:30	60	Learning Centers — Self Directed Activities
10:20	10	Prepare for Lunch
10:30	30	Lunch
11:00	20	Story, Fingerplays, Songs
11:20	45	Learning Centers
12:05	15	Music
12:20	40	Outdoor Physical Activities
1:00	15	Story
1:15	15	Nutritional Snack
1:30	45	Rest
2:15	30	Large Group — Story, Music, Review of Day
2:45	15	Prepare to Go Home
3:00	Dismissal	

2.

Time	Min.	
8:15	30	Informal Opening
8:45	60	Learning Centers — Self Directed Activities
9:45	15	Grouptime
10:00	30	Bathroom/Nutritional Snack
10:30	30	Large Muscle Activities
11:00	30	Music
11:30	10	Prepare for Lunch
11:40	30	Lunch
12:15	45	Rest
1:00	45	Learning Centers — Self Directed Activities
1:45	30	Outdoor Plan
2:15	15	Story Review of Activities
2:30	15	Prepare to Go Home
2:45		Dismissal

***When specialized teachers in art, music, library and/or physical education are available in the elementary school, it is recommended that their services be available to kindergarten children.**

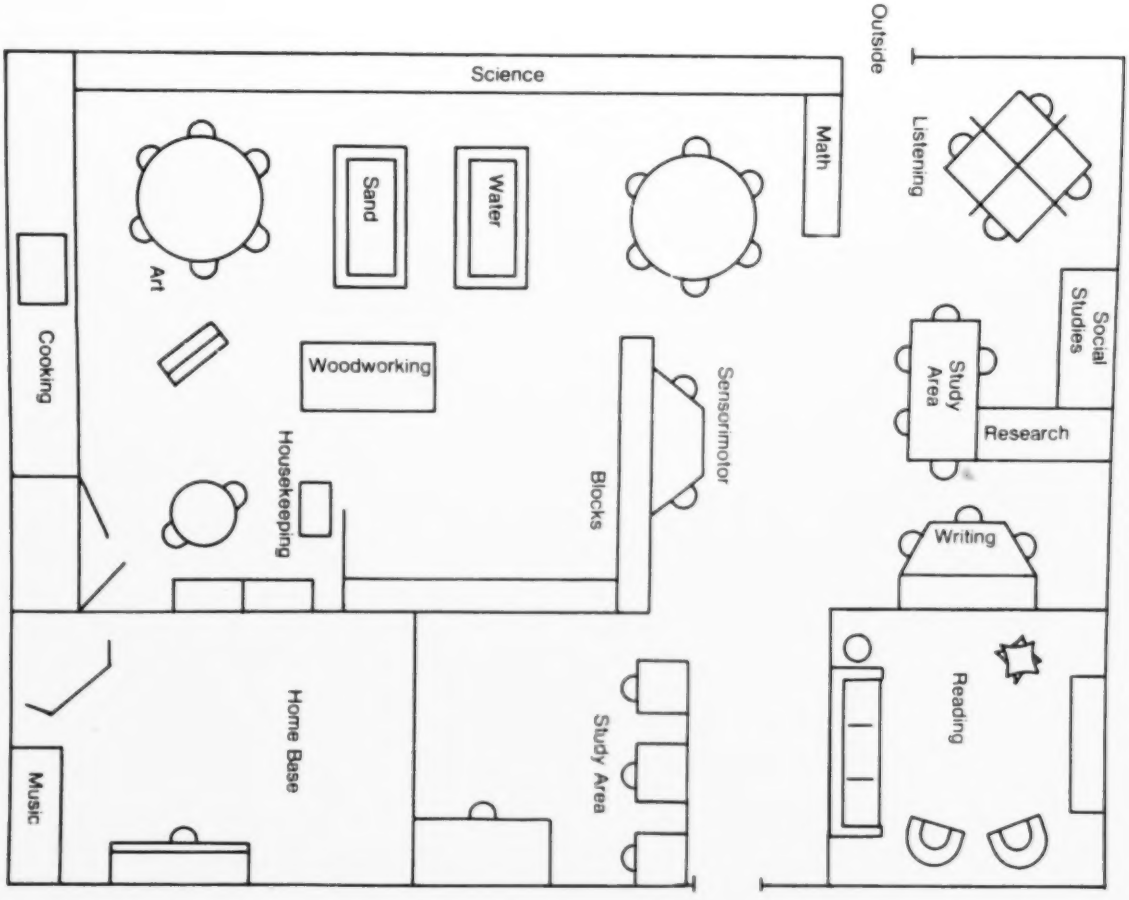
Suggested Kindergarten Curriculum Units

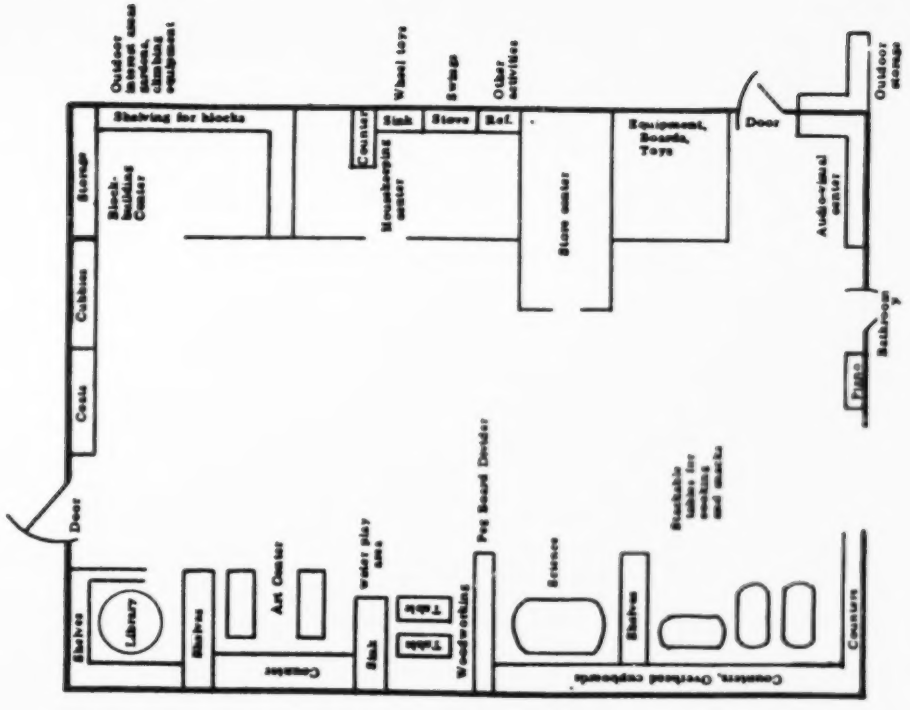
August/September	1. Self-Family-Home 2. Safety-School and Home 3. Feelings 4. Manners 5. Pets
October	1. Fall 2. Columbus Day 3. Fire Prevention 4. Halloween 5. The Five Senses
November	1. Elections-Patriotism 2. Foods and Nutrition 3. Native American Indians and Pilgrims 4. Thanksgiving 5. Clothing
December	1. Communication-Post Office 2. Family Celebrations Around the World
January	1. Winter 2. Community-Career Awareness 3. Transportation 4. Tools and Machines 5. Woodland Animals
February	1. Ground Hog Day 2. Valentine's Day 3. Presidents' Birthday 4. Our Flag 5. Dinosaurs
March	1. Spring 2. Weather-Seasons 3. St. Patrick's Day 4. Farm Animals 5. Birds
April	1. Seeds-Plants-Flowers 2. Insects 3. Sea Animals 4. Spring Celebrations
May/June	1. Summer 2. Mother's and Father's Day 3. Zoo Animals

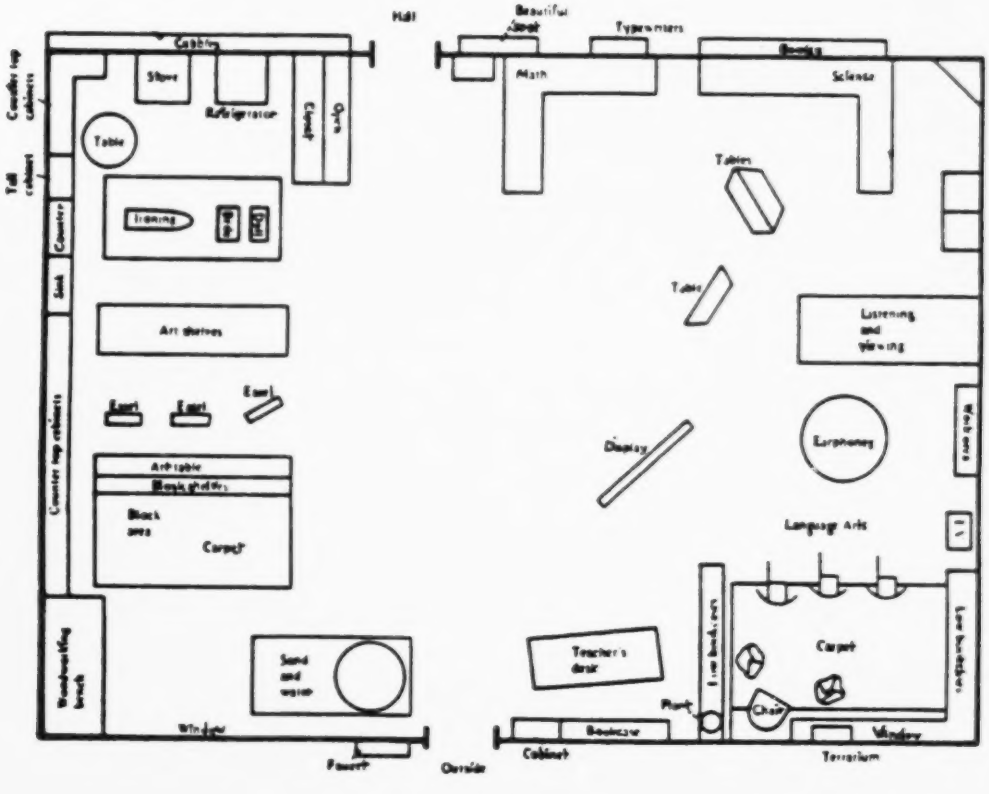
Suggested Floor Plans

Interest centers should:

1. make the best use of available space while being sufficient to accommodate the enrolled children,
2. attract the children and stimulate their interests,
3. clearly define the learning activity to be done,
4. have equipment arranged so children can independently and conveniently use and care for the materials,
5. allow for safe movement and teacher visibility, and
6. be arranged so quiet, listening areas are as far removed as possible from noisier, active areas.




Outdoor shared area equipment, climbing, equipment
Wheel toys
Sweep
Other activities
Shelving for blocks
Counter
Sink
Stove
Ref.
Equipment, Boards, Toys
Door
Outdoor storage
Storage
Block-building Center
Housekeeping center
Store center
Audio-visual center
Cubbies
Coats
Bathroom
Piano
Door
Art Center
water play area
Peg Board Divider
Bookable tables for testing and snacks
Shelves
Table
Table
Sink
Woodworking
Bounce
Shelves
Library
Shelves
Counter
Counter, Overhead cupboards
Counter


Hall
Cubbies
Counter top cabinets
Stove
Refrigerator
Chest
Ofen
Tall cabinet
Table
Counter
Ironing
Sink
Art shelves
Easel
Easel
Easel
Counter top cabinets
Art table
Block area
Carpet
Woodworking bench
Sand and water
Window
Heater
Outside
Beautiful Soup
Typewriters
Books
Math
Science
Tables
Table
Listening and viewing
Display
Earphones
Workbench
Language Arts
Teacher's desk
Bookcase
Cabinet
Plant
Bookcase
Carpet
Chair
Window
Terrarium

The Kindergarten Teacher

According to state regulations (Amends: 704 KAR 5:050, Section 1) personnel qualified to serve in an approved unit for kindergarten shall hold Kentucky teacher certification as follows:

1 .A Kentucky certificate endorsement for kindergarten teaching; or

2. A Kentucky certificate valid for kindergarten teachers; or

3. A Kentucky certificate valid for elementary classroom teaching initially issued prior to September 1, 1971.

4. A Kentucky certificate for teaching in early elementary grades K-4.

Those teachers qualified under Section 1. Item 3, should be provided with comprehensive in-service programs to facilitate skills in teaching kindergarten. Priority should be given to employing the qualified teacher possessing kindergarten certification.

The teacher must understand the characteristics of the kindergarten child and be able to plan learning experiences accordingly. Additional capabilities should include relating to children as individuals, in small groups, and as a total class; assessment of individual needs of both regular and handicapped students (including IEP development); concern for the total development of the child; promotion of the child's positive attitude toward the educational process; and planning in an integrated program. The teacher shall establish rapport with all certified and non-certified personnel, parents, and community members.

Each teacher should strive for self-improvement through self-study, in-service participation, continuing education and participation in related professional organizations. (See Appendix B.) In-service opportunities specifically for kindergarten should be provided to all kindergarten teachers by school districts. These in-service plans will be outlined in local school districts' Master In-service Plan which may include flexible in-service for kindergarten teachers.

Requirements: Kindergarten School Teacher

Must Have 4 Hands, 4 Feet, Patience of a Saint, Medical Training, Bachelor's Degree. Must also be a trained furniture mover, expert carpenter, fine pianist, neat, tidy, expert housekeeper, trained psychiatrist and an artist. Must be able to see around corners, to fly, to run as fast as a slow gazelle, to move slowly and calmly, to sing and dance, to see each child as an individual and children as a group.

Anonymous

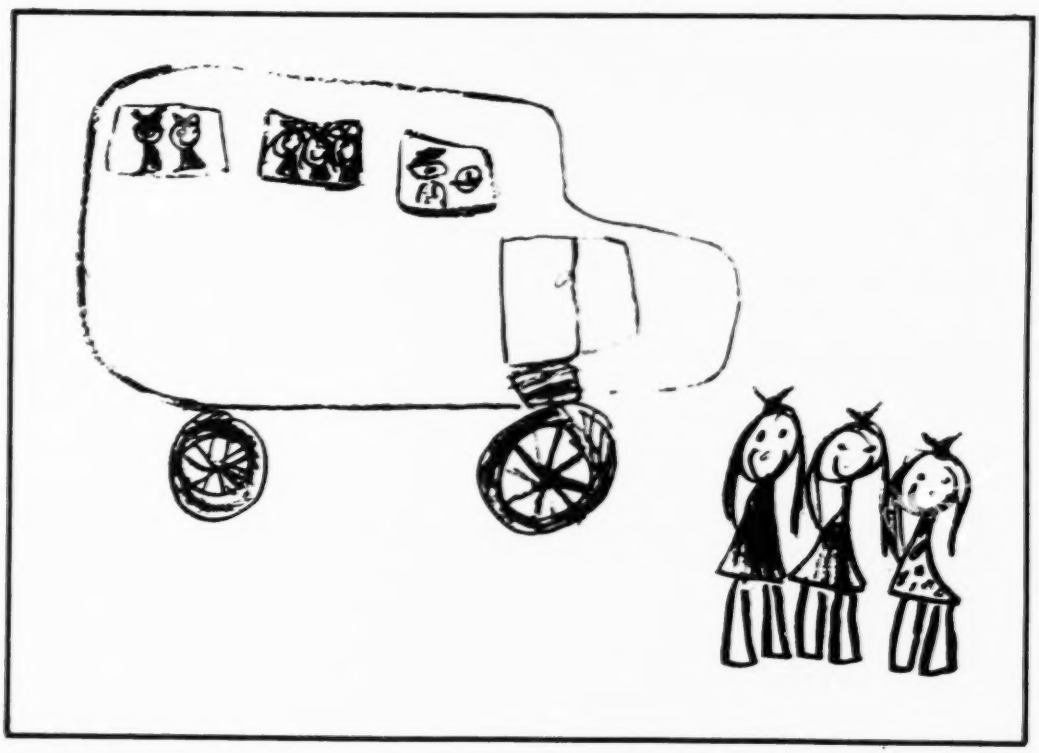
The Kindergarten Assistant

It is recommended that a kindergarten assistant be assigned to each kindergarten unit. The kindergarten assistant works with and under the direction of the kindergarten teacher.

A kindergarten assistant is required to 1) hold a minimum of a high school diploma; 2) demonstrate competency in language skills; 3) demonstrate an ability to work effectively with young children; and 4) participate in early childhood training programs/workshops and other specified programs such as CDA and those offered/approved by the Kentucky Department of Education and/or early childhood organizations. (See Appendix B.)

Under the direction of the kindergarten teacher, the kindergarten assistant serves as an integral part of the instructional and care-giving components of the kindergarten program. In this position, the kindergarten assistant could be expected to assume the following responsibilities: 1) planning and supervising learning activities as guided by the kindergarten teacher; 2) preparing instructional materials; 3) arranging the learning environment for instructional activities; and 4) performing clerical duties as needed.

It is recommended that the performance of the kindergarten assistant be evaluated periodically.



A Child's Plea. . .

Dear Readers: When I spoke in La Porte, Indiana several weeks ago, a kindly gentlemen handed me an envelope and said, "I think this is useful. I hope you will print it one day." He was right — and here it is:

A Child's Plea to His Parents

Give me more than food to nourish me. Give me the warmth and the security of your love.

Let me enjoy all five senses. Give me plenty of things to look at, to feel, to smell, to listen to, to taste. And even some things to break.

Teach me to take my turn. Watch me play so you can see how I am trying to work out my problems and what I am up against.

When you tell me to do something, please tell me why I should do it. Let me feel that I am a contributing member of the family. And be sure to include me in making the family plans when you can.

Please don't keep me your baby when I want to feel grown up. Don't transfer your fears to me. I have enough of my own to cope with and I don't need any more.

Help me not to act when I am angry. But don't make me so afraid of showing anger that I lose my capacity to feel strongly about anything.

Let me learn bit by bit to bear pain, to want things but to be strong enough to postpone gratification of certain feelings I am not yet ready to experience.

Let me try out my new powers as my body develops to creep, to stand, to walk, climb, jump and run when I am ready. Don't limit the natural needs of my body because you have some unresolved hang-ups.

Give me a little corner in the house that is all mine and nobody else's. I need moments of peace and quiet that cannot be invaded by anyone.

Give me my share of consideration and attention. I must know every day, even if for just a few moments, that I am the only one you are thinking about and loving.

Let me ask any question that pops into my head. Don't make me ashamed for having asked it, even if it seems stupid. And give me as honest an answer as you can. If you don't know the answer, please say so. It's good training to hear someone say, "I don't know, but I will try to find out for you."

Be patient with me when I don't do things very well at first. Remember I have so many things to learn and almost everything takes some practice.Let me bear the consequences for whatever I do. I need to be punished as well as rewarded. And when you punish me, make sure the punishment fits the "crime."

Above all, grant me, without reservation, your debt to me — unconditional love. For if I know it is there, I will be able to give the same to my children — and they will be able to give it to their children.

—Your Child.

**From an Ann Landers column.*

Parent Involvement

Parents, as the child's first and most important teachers, share a *mutual* responsibility with the school for educating the young child. If the child is to receive maximum benefit from the kindergarten program, the parent and teacher must work together as partners in ways that are understood by both. The role of a parent in the educational process enriches the program, stimulates and motivates the child, offers new experiences for both the child and parent, and strengthens the relationship between the child, parent, and teacher. A greater degree of educational achievement can be attained when parents are involved in the kindergarten program.

Training for Parents

Parents are more likely to participate in the kindergarten program when they feel comfortable and have a clear understanding of their role. A good training program begins with the orientation early in the year.

The following should be explained to volunteers during the orientation program:

1. Overall goals and objectives of the kindergarten program;
2. Classroom behavioral expectations, rights and responsibilities for staff, volunteers and children;
3. Schedule (daily, weekly, monthly) of classroom activities;
4. Location of equipment, supplies, other rooms and offices;
5. Use of equipment and supplies;
6. Procedures for scheduled as well as unexpected events; and
7. Procedure for volunteer sign-up, sign-in and change of schedule.

Many training resources are available for use in training parents. A resource area or "drop in center" set up for parents in the classroom would encourage parents to check out and read materials.

Communication with Parents

Communication is essential for maintaining mutual home-school cooperation and coordination. When teachers and parents communicate effectively, work well together, and share the common goal of academic excellence, the child is provided with greater opportunities for learning. This type of cooperation will lead to improved achievement.

To maintain communication networks between the home and school teachers should:

1. Establish a parent and community advisory board;
2. Develop and distribute a Kindergarten Handbook;
3. Send home a weekly or monthly calendar of events;
4. Send home "happy notes" about a child's progress/development;
5. Make a parent suggestion box;
6. Maintain on-going mini-conversations with the parent upon arrival/departure of the child;
7. Telephone parents to give a "minute message";
8. Arrange for parent group meetings and individual parent conferences;
9. Make home visits;
10. Set up a swap barrel for items of clothing, coupons, etc.;
11. Compile a resource file of parent, staff, and teacher special skills, talents, experiences; and
12. Send home a list of items parents can save for use in the classroom.

Parents as Educators in the Classroom

The parent's presence in the classroom is an opportunity for the parent and teacher to become better acquainted and to work together to bring out the best in the child. By participating in the classroom, parents are able to develop realistic expectations and to learn about discipline and teaching techniques. The teacher can learn much about the child from his/her parents and from observing how parent and child relate to one another.

In-School Volunteer Activities

1. Teach music, art or other skills
2. Tell/read/act out stories
3. Assist with cooking activities
4. Make learning/teaching materials (puppets, doll clothes, puzzles,)
5. Collect recyclable items
6. Accompany children on field trips
7. Supervise hand washing and toileting, indoor and outdoor exercise time, nap and mealtime, arrival and departure time
8. Make and direct learning center activities
9. Answer the telephone and assist with other office activities
10. Repair broken equipment/toys.

Parents and teachers have much to learn from one another and should work toward establishing a mutually supportive relationship built on trust and respect. Once such a relationship is established, the teacher can initiate activities which will support parents as they work with their children at home.

At-Home Parent-Child Activities

Encourage parents to:

1. Read daily to their child;
2. Converse daily with their child;
3. Play games with their child;
4. Make themselves accessible to their child for some time each day;
5. Engage their child in daily routines of the family;
6. Encourage their child to make limited choices/decisions; and
7. Participate in parent education programs and read about parenting.

Helping Hands Ideas

Dear Volunteer:

My Name is _____.
(Child's Name)

There are many things that I do well, but I can use your help in the ways listed below.

Please check with my teacher before starting. She will help you find materials and answer any questions you might have.

	You Can Help Me With	Volunteer's Signature	Date
1.	_____	_____	_____
	_____	_____	_____
2.	_____	_____	_____
	_____	_____	_____
3.	_____	_____	_____
	_____	_____	_____
4.	_____	_____	_____
	_____	_____	_____

Please sign your name and today's date after you have finished. *Thank you!* You have given me the greatest gift of all . . . *your time.*

Notes, Special Instructions:

Multicultural Education

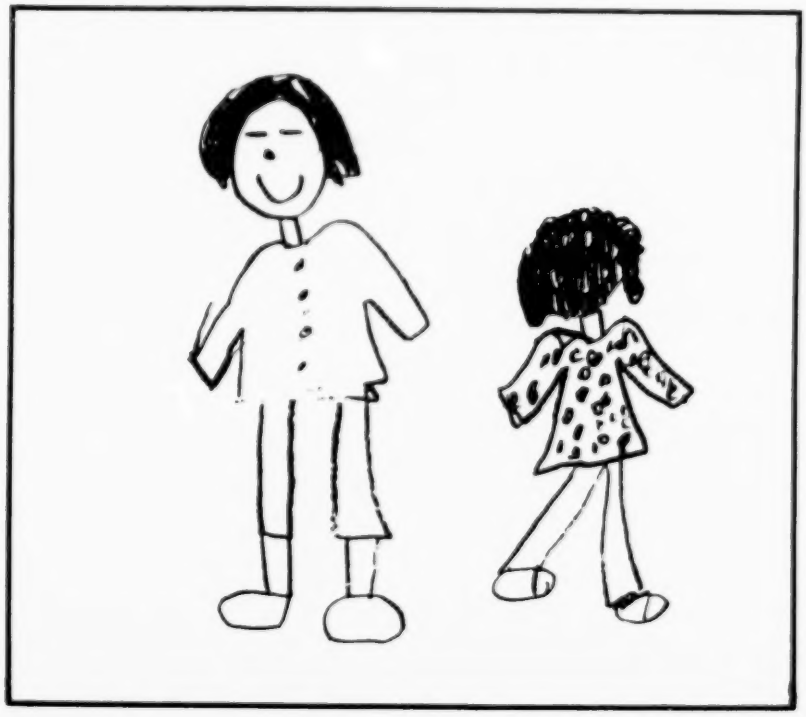
It is the role of the kindergarten teacher to provide experiences that reflect a variety of cultural heritages relative to race, ethnic group, geographical background, sex, age, birth order, lifestyle, religion and handicapping condition.

In planning learning experiences, the teacher should first consider the similarities among children from diverse backgrounds. Secondly, the teacher should possess an awareness and acceptance of varying aspects of different lifestyles. In an effort to provide an accepting school environment, value judgements and stereotyping situations should be avoided.

While standard English should be stressed in the kindergarten program, children speaking different dialects should be allowed to use individual dialects without ridicule while learning standard English. Teachers should be aware of various verbal and non-verbal expressions in order to effectively communicate with the children.

It is important that an effort be made to depict males and females in non-traditional roles to eliminate sexist stereotyping in the kindergarten classroom and to broaden role expression of young children and their parents.

A primary goal of multi-cultural education is the development of positive attitudes of young children toward individuals of varying backgrounds and beliefs. The kindergarten should provide opportunities for discussion, role-play, and multi-cultural experiences utilizing classroom volunteers and community resource persons.



Community Resources

The kindergarten program has a two-fold responsibility to community interaction:to provide information to the child and his family regarding services available through local agencies concerning health, nutrition, education and social services and to help the child learn more about the community.

The kindergarten teacher may assume some responsibility to inform parents of community resources as needed. These resources include:

1. Health Services
    a. Health Department
    b. Local Medical Associations
    c. Hospital and Clinics

2. Cabinet for Human Resources
    a. Department for Social Services
    b. Comprehensive Care Center
        1. diagnostic testing
        2. therapy
    c. Department for Health Services
    d. Department for Social Insurance
    e. Department for Manpower Services

3. Public Library

4. Colleges and Universities

5. Civic Organizations

6. Parent-Teacher Organizations

7. Chamber of Commerce

8. Community Action Agencies

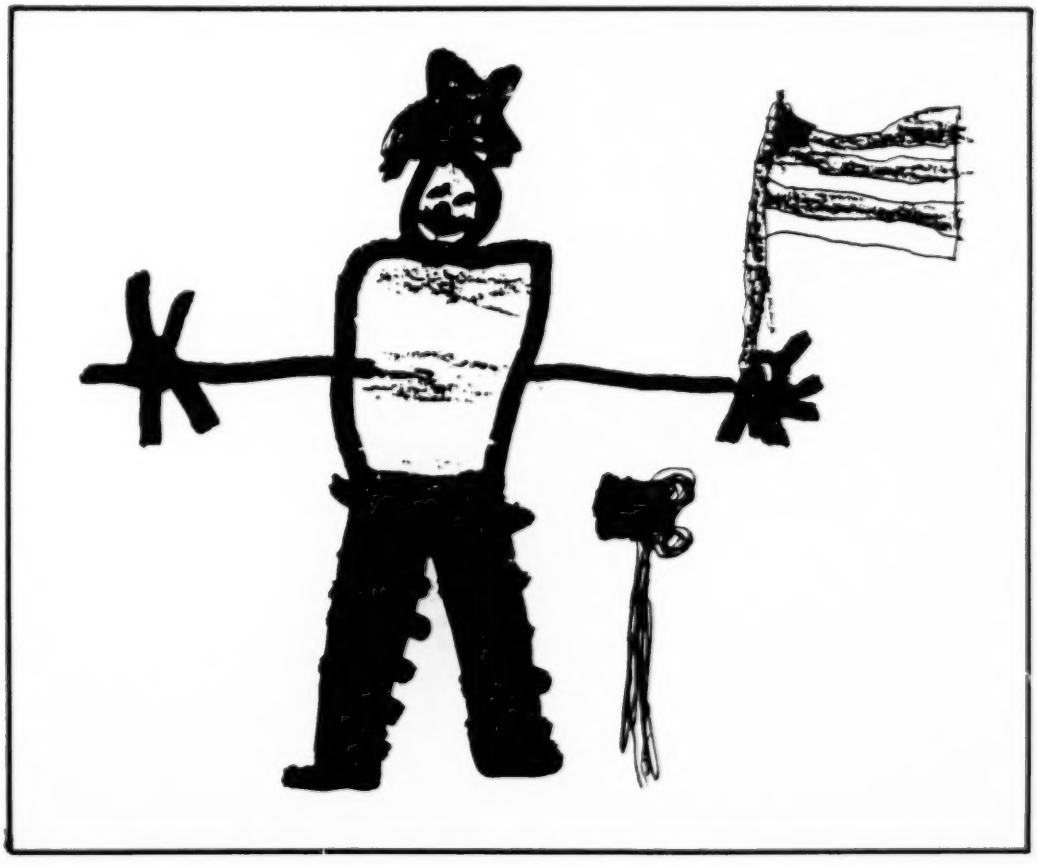
Retired and older citizen groups are a most valuable resource. They make excellent classroom volunteers and enrich kindergarten experiences in a variety of ways. Organizations of retired person such as Retired Senior volunteer Program (RSVP) and Retired Teachers Association are key groups to contact.

Field trips within the community and community resource people enrich classroom activities. These activities should be planned to coincide with the unit of study in progress.

Sources for field trips and resource people will vary from school to school and from year to year according to the needs and interests of the children. The most valuable resource person may be the parent. Parents have special hobbies, skills or talents and are often willing to share these with the children. Field trip sources and resource persons can also be found within the school plant, in the school grounds, and within walking distance of the school.Individual communities have businesses, public services, and private enterprises which are willing to provide resource persons. These resources might include:

1. Farms
2. Restaurants
3. Public Libraries
4. Ambulance Services
5. Bakeries
6. Banks
7. Law Enforcement Agencies
8. Fire Departments
9. Airports
10. Television and Radio Stations
11. Newspaper Offices
12. Parks and Playgrounds
13. Zoos
14. Local Points of Interest

Teachers should obtain parent consent forms for field trips as well as approval from appropriate school personnel.



Retention

Retention decisions are made by the local districts. While the kindergarten child may be retained for a year, this decision should be made only after careful consideration of the individual child's needs and level of development.

Retention should be considered if the child consistently manifests developmental lags in any of the following areas:

1. Social
2. Emotional
3. Cognitive
4. Physical

A decision regarding retention should be made by school personnel after discussion with the parent/guardian. Possible alternatives for placement include:

1. A second year in kindergarten;
2. Shared time between kindergarten and first grade with formal placement in first grade;
3. Transitional class; or
4. Remediation.

Appendix A

Kindergarten Regulation

EDUCATION AND HUMANITIES CABINET
Department of Education
Office of Instruction

704 KAR 5:050. Public school kindergarten programs and successful completion of kindergarten; accreditation of non-public programs. (Proposed amendment)

Relates to: KRS 156.160, 157.312, 157.315, 157.317, 157.360, 158.030, HB 474 (1984 General Assembly)

Pursuant to: KRS [13.082,] 156.070, 157.315, 157.317, 157.320, 158.030

Necessity and Function: KRS 157.312 [and 158.090] authorizes public school kindergartens operated by local school districts; KRS 157.315 and 157.317 require the State Board of Education and the Department of Education to adopt regulations defining and prescribing the criteria for kindergartens in the common schools and a statewide kindergarten program to be operated in such; KRS 157.360 requires the Superintendent of Public Instruction to allot Foundation Program kindergarten units to local districts; KRS 158.030 sets forth the kindergarten entrance age requirements and requires successful completion of kindergarten as a prerequisite for first grade enrollment in the public schools, beginning in 1986-87; HB 474 (the Budget Bill) passed by the 1984 General Assembly requires kindergarten units to be allotted in fiscal years 1985 and 1986 on the basis of one (1) for every two (2) classes with twenty-five (25) pupils in ADA; and KRS 156.160 allows non-public schools to voluntarily comply with common school accreditation standards of the State Board and to be certified as so complying. This regulation implements such statutory provisions.

Section 1. Personnel qualified to serve in an approved unit for kindergarten shall hold Kentucky teacher certification as follows:

(1) A Kentucky certificate endorsement for kindergarten teaching;

(2) A Kentucky certificate valid for kindergarten teaching;

(3) A Kentucky certificate valid for elementary classroom teaching initially issued prior to September 1, 1971; or

(4) A Kentucky certificate valid for Early Elementary Grades K-4.

Section 2. (1) State funding for a kindergarten unit for fiscal year 1985-86 shall be made on twenty-five (25) average daily attendance for the end of the previous school year, and in accordance with KRS 157.560 and the Appropriations Act.

(2) The average daily attendance for programs operating under subsection (2) of Section 3 shall be calculated by dividing the total aggregate days attendance for the year by the actual number of days the school is in session. The average daily attendance for programs operating under subsection (1) of Section 3 shall have the total aggregate days attendance divided by two (2) before the average daily attendance for the year is calculated.

Section 3. Scheduling for a kindergarten unit shall meet one (1) of the following plans:

(1) Conduct half-day session(s) for the school year.

(a) The school district may use five (5) three (3) hour sessions per week.

(2) Conduct alternate full day session(s) all year.

(a) The school district may use alternate sessions of three (3) days a week with one (1) group and two (2) days a week with a second group, with the two (2) groups reversing a day every other week. This may include any of the following schedules:

1. Group 1 - Monday, Tuesday, every other Wednesday. Group 2 - Thursday, Friday, every other Wednesday (with Wednesday being the alternating day).

2. Group 1 - Monday, Wednesday, every other Friday. Group 2 - Tuesday, Thursday, every other Friday (with Friday being the alternating day).

(b) Any other plan approved by the State Department of Education.

Section 4. Any child who is five (5) years of age or who may become five (5) years of age by October 1 of the school year in which the child seeks to enroll, shall be permitted to enroll in a public school kindergarten. Any child eligible for enrollment and a Kentucky resident on the opening date of school, who elects to attend kindergarten, must be enrolled for the current year by the end of the second school calendar month.

Section 5. The public school program shall include appropriate developmental experiences in social living, physical development, emotional growth and stability, creative expression and academic areas including language, math, spelling, writing, library, science, social studies, art, music, drama, physical education and health. The program shall provide opportunities and experiences in accordance with each child's level of comprehension and maturation. Pursuant to the authority vested in the State Board of Education the "Kentucky Kindergartens: Guidelines, Recommendations, and Regulations" as adopted on March 5, 1985 is hereby promulgated and filed with the Legislative Research Commission and incorporated herein by reference. Copies are to be obtained from the Office of Instruction.

Section 6. (1) The public school program must provide opportunities for each child to attain the competencies to master the essential skills necessary to function in each basic skills area defined by KRS 158.650. The criterion referenced part of the Kentucky Essential Skills Test (KEST) will be given in the spring of the kindergarten year.

(2) Demonstrated competence in the essential skills for kindergarten shall be considered as one criterion by the public school superintendent in recommending promotion to the first grade, but shall not, in and of itself, be a prerequisite for such promotion.

(3) Non-public kindergarten children desiring to enroll in the first grade in the public schools in 1986-87, and thereafter, may be administered the criterion referenced part of the KEST by the applicable public school district, in the spring of the kindergarten year wherever practicable. Demonstrated competence in the essential skills for kindergarten shall be considered, consistent with consideration of such under subsection (2) of this section, relative to any appropriate reassignment to kindergarten pursuant to KRS 158.140.

Section 7. Successful completion of kindergarten, for purposes of first grade enrollment in the public schools, can be accomplished by any one of the following:

(1) Any child completing a Kentucky public kindergarten program who has been recommended by the school district superintendent for promotion to the first grade, such recommendation to be based upon the teacher's written assessment of the child's competence in the Kindergarten Kentucky Essential Skills as set forth in Section 6(2) of this regulation and of the child's social, emotional and physical development;

(2) Any child completing a non-public kindergarten program who meets age requirements who can produce documentation of prior enrollment and regular attendance, and recommendation for promotion to the first grade, subject to any appropriate reassignment to kindergarten pursuant to KRS 158.140, with any such reassignment to be based upon demonstrated competence in kindergarten

essential skills as set forth in Section 6(3) of this regulation and upon the child's social, emotional, and physical development;

(3) Any child completing a kindergarten program from another state who can produce verification of enrollment and regular attendance and who has been recommended by that district superintendent for promotion to the first grade, and who was eligible for enrollment in a public school kindergarten program under the laws of such state, subject to any appropriate reassignment to kindergarten pursuant to KRS 158.140; or

(4) Any identified exceptional child completing a public or non-public kindergarten program who can produce documentation of prior enrollment and regular attendance and who meets the age requirements and who can produce recommendation for promotion to the first grade based on written review of the child's individual education plan by the School Based Admissions and Release Committee (SBARC) or its equivalent in a non-public school. Written recommendation must adhere to the provisions of least restrictive environment mandated by The Education for All Handicapped Act.

Section 8. Waiver of the above definition of successful completion of kindergarten shall be given to children transferring from states where kindergarten attendance is not mandatory who meet the first grade entrance age requirement and take the criterion referenced part of the Kentucky Essential Skills Test to determine readiness for first grade.

Section 9. The facilities of a public school kindergarten program shall be in compliance with the regulations of the Department of Education's Division of Buildings and Grounds.

Section 10. The equipment and instructional supplies of a public school kindergarten program shall be in compliance with "The Kentucky Standards for Grading, Classifying and Accrediting Elementary, Middle and Secondary Schools."

Section 11. A non-public kindergarten may voluntarily request that it be recognized by the State Board of Education as having complied with accreditation standards required in the public schools. The school will undergo a self-study and an on-site visit by an accreditation committee. The entire cost for this visit will be borne by the school, subject to any appropriate, discretionary use of federal funds for such accreditation.

Appendix B

Professional Organizations

American Association of Elementary-Kindergarten-Nursery-Educators
(E.K.N.E.)
N.E.A. Center
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Home Economics Association (A.H.E.A)
2010 Massachusetts, N.W.
Washington, D.C. 20036
(K.H.E.A. - State Affiliate)

Association for Childhood Education International (A.C.E.I.)
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

National Association for Education of Young Children (N.A.E.Y.C.)
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
(K.A.E.Y.C. - State Affiliate)

National Education Association (N.E.A.)
1201 16th Street, N.W.
Washington, D.C. 20036
(K.E.A. - State Affiliate)

National Head Start Association
1029 31st Street, N.W.
Washington, D.C. 20007

Training and Technical Assistance Services
College of Education - Room 344
Western Kentucky University
Bowling Green, KY 42101

Southern Association on Children Under Six (S.A.C.U.S.)
Box 5403 Brady Station
Little Rock, AR 72205
(K.A.C.U.S. - State Affiliate)

NAME OF PUPIL LISTED BELOW ARE AREAS BEING DEVELOPED IN THE KINDERGARTEN PROGRAM PROGRAM	REPORTING PERIODS 1		2		3	
	Progressing	Needs Further Help	Progressing	Needs Further Help	Progressing	Needs Further Help
A. PHYSICAL						
1. Large muscle development (run skip, hop, etc.)						
2. Small muscle development (color, cut, tie, lace)						
3. Eye-hand Coordination						
4. Puts on & takes off wraps						
5. Other						
B. SOCIAL						
1. Takes part in group activities						
2. Works cooperatively						
3. Contributes to discussions						
4. Feels secure at school						
5. Is developing self control						
6. Displays self confidence						
7. Takes turns speaking						
8. Other						
C. CREATIVE EXPERIENCE						
1. Participates in singing, games, role playing, etc.						
2. Participates in art activities						
3. Other						
D. GENERAL READINESS						
1. Can recognize first name						
2. Can print first name						
3. Knows the 8 basic colors						
4. Knows the 4 basic shapes						
5. Follows simple directions						
6. Listening						
7. Other						

	REPORTING PERIODS 1		2		3	
	Progressing	Needs Further Help	Progressing	Needs Further Help	Progressing	Needs Further Help
E. MATH SKILLS						
1. Counts up to 10 objects						
2. Recognizes numbers 0 through 10						
3. Developing understanding of math concepts						
4. Other						
F. LANGUAGE SKILLS						
1. Speaks in sentences						
2. Expresses ideas and relates events						
3. Uses good vocabulary						
4. Tells story in sequence						
5. Other						
G. READING READINESS SKILLS						
1. Enjoys stories & poems						
2. Can distinguish left from right						
3. Recognizes rhyming words and sounds						
4. Sees likenesses and differences						
5. Generally recognizes & can name letters						
6. Interprets pictures						
7. Other						

	REPORTING PERIODS 1		2		3	
	Progressing	Needs Further Help	Progressing	Needs Further Help	Progressing	Needs Further Help
H. HEALTH AND SAFETY						
1. Relaxes & rests as needed						
2. Cares for self in restroom						
3. Practices good safety rules						
4. Practices good health habits						
5. Other						
I. SCIENCE CONCEPTS						
1. Recognizes change in environment (seasons, weather, etc.)						
2. Logically orders and classifies objects (small-large, soft-hard)						
3. Other						
J. WORK HABITS/ATTITUDES						
1. Manages daily routines successfully						
2. Cares for and picks up materials and playthings						
3. Completes a task						
4. Works independently						
5. Adjusts to new experiences						
6. Other						

	REPORTING PERIODS 1st	2nd	3rd
Days Absent:			

NA - Does not apply at this time
M - Mastered

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Appendix D

Health Requirements

704 KAR 4:020 Comprehensive School Health

(Note: Sections pertaining specifically to kindergarten are included. Refer to the regulation for additional information.)

Section 2. All local boards of education shall require a medical examination of each child within six (6) months prior to, or one (1) month following his/her initial admission to school. The medical examination shall be reported on forms prescribed by the Department of Education and shall include a medical history; record of immunizations; assessment of growth and development and general appearance; physical assessment including hearing and vision screening; and recommendations to the school regarding health problems that may require special attention in classroom or physical education activities. All boards of education shall adopt a program of continuous health supervision for all school enrollees; such supervision shall include scheduled screening tests for vision, hearing and scoliosis. The need for a tuberculin skin test will depend on the risk of exposure of the child and prevalence of tuberculosis in the community, such need to be determined pursuant to KRS 158.036 and KRS 214.034.

(3) Local boards of education shall require all vaccinations and immunizations as required by law or regulations:

(a) Except as otherwise provided by law, all children shall be required to present a valid immunization certificate upon enrollment in school, and a valid up-to-date immunization certificate shall be on file for all children at all times. The governing body of private and public schools shall enforce the provisions of this subsection in accordance with the established laws.

(b) Children transferring into any school district shall comply with the above requirements.

KRS 214.034 Tuberculosis Testing

Section 2. Each child seeking to attend public or private schools in the Commonwealth is to be tested for tuberculosis by tuberculin skin test within one (1) year prior to entering the public or private schools. A child who has not been tested prior to entering the public or private schools may be permitted to attend class for a period of time not to exceed five (5) days, as approved in writing by the health officer of the local health department having jurisdiction. Further attendance is conditioned upon presentation of proof of having been tested for tuberculosis in accordance with Section 3 of this regulation.